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| **Chd 165 B** | Objective Two: Define the importance of observing for and following the interests of children when planning learning activities. | | |
| **Activity:** Child led learning  **Resource:**  **Center for Early Literacy Learning (CELL)**  ***Assignment Part A:*** Using the CELL *Early Childhood Classroom Interests Tool* (for either Infant/Toddler, or Preschool), observe 2 children during 2 different play periods and indicate their areas of interests on the matrix (feel free to add additional areas if needed). Then, choose 2 of the interest areas you observed, and give an example of a teacher planned activity for each to follow up on the child’s interests. Repeat for 2nd child. Summarize by explaining the benefits of using child interest as the starting point for activity planning. ***Assignment Part B:***  After watching the video: *Getting Kids Involved: Creating Opportunities for Learning* (from the CELL Center for Early Literacy Learning [http://www.earlyliteracylearning.org/getting\_kids\_ involved.php](http://www.earlyliteracylearning.org/getting_kids_%20involved.php) ), use the ***Adaptations Checklist*** (included) to consider which adaptations might increase opportunities for exploration and discovery of interests for children with disabilities in your observation environment (whether there are currently children with disabilities attending or not). | | | |
| **Criteria** | ***Accomplished*** | ***Emerging*** | ***Attempted*** |
| *Completed* ***Tool*** *for 2 children, with examples of further planned activities* | Completed *Tool*, with detailed and appropriate examples of further planned activities | Nearly completed *Tool*, with some examples of further planning | Some information included in *Tool*, with reference to further planning. |
| ***Checklist****:* adaptations which might increase opportunities with *materials and the physical environment* | Several detailed examples of adaptations of *materials and the physical environment* are clearly explained | A few examples of adaptations of *materials and the physical environment* are included | At least one example of adaptations of *materials and the physical environment* is included |
| ***Checklist****:*  adaptations which might increase opportunities for *peer interactions* | Several detailed examples of adaptations to support *peer interactions* are clearly explained | A few examples of adaptations to support *peer interactions* are included | At least one example of adaptations to support *peer interactions* is included |
| ***Checklist****:* adaptations for *instruction/activities and literacy materials* | Several detailed examples of adaptations to *instruction/activities and literacy materials* are clearly explained | A few examples of adaptations to *instruction/activities and literacy materials* are included | At least one example of adaptations to *instruction/activities and literacy materials* is included |
| **Comments:** | | | |